

Klagge

NORTHERN SECTION

CALIFORNIA
SCHOOL LIBRARY
ASSOCIATION

BULLETIN

VOLUME VI

OCTOBER, 1933

NUMBER I

IS THE SCHOOL LIBRARIAN A TEACHER?

Read the answers to this question as given by members of our Association in school library positions ranging from the elementary school through the junior college.

EDITED BY MARGUERIETE E. GRAYSON AND H. ESTHER CRAWFORD

1. THE ELEMENTARY LIBRARIAN AS A TEACHER

(Editor's note: The Elementary School Librarians of Sacramento are to be commended upon their splendid response to requests for material for this Bulletin. We thank you!)

1. The elementary librarian as a teacher.

By Mrs. Gertrude Harvie

Washington Elementary School, Sacramento

During school hours, the teacher-librarian in an elementary school is a teacher in the fullest interpretation of the word. She not only imparts knowledge but fulfills the larger mission of guiding and conducting to learning. By her, the young patron is lead to the tempting shelves—and they soon cease to be merely shelves bearing interesting stories. In a short time he learns that a definite pattern has been followed in arranging those books. Small youngsters are taught and rapidly learn that good books on Holland, the Dutch, and the land of the dykes bear a certain given number—Indians all remain on the same reservation, having the number 970.1.

A fifth grader wants to read Aesop fables. He has outgrown a book marked for easy reading. The teacher-librarian gives him the index to the Book of Knowledge. Rest assured that he now has been taught to follow a topic in an encyclopedia. For several periods, he will be occupied reading the fables that are scattered throughout those twenty volumes.

Helen is reading a book of South Africa and many strange words appear. Few children are familiar with even the simplest of Boer words. Yet Helen does not put the book back on the shelf with a sense of defeat or discouragement. The teacher-librarian has taught her the use of the dictionary. To find the word is easy and pronunciation is not so very difficult when one has been trained in the use of diacritical marks. To understand the definition is a problem of reading. And herein lies the greatest province of the teacher-librarian.

If the home-room teacher has not determined the child's reading level by tests and simple measuring devices, it is most necessary that the teacher-librarian do so. That the pupil is in the sixth grade does not mean he has that particular reading level. Many children so graded are capable of handling junior high material. What a mistake to have such a student reading the Twin books when he could be doing Hillyer. The opposite is likewise true. To really read a book, the reader must have command of the necessary vocabulary. Nowhere more than in the library does the law of readiness hold true.

The teacher-librarian must know well the methods and devices for teaching reading. She must understand and practice the best rules of pedagogy. To be able to catalog books in a skillful manner is splendid. But no amount of technical ability in library practices will save her or her library if she is not a teacher thoroughly trained in her profession.

2. The classroom teacher in the elementary school teaches the mechanics of reading! The elementary school library teacher creates in the child a love for reading.

as told by

Mrs. E. E. Rose

Fremont Elementary School, Sacramento

A fifth grade boy once said to his teacher, "You have taught me the most wonderful thing in the world—reading books."

By this, we do not mean the mechanics of reading which is taught by the classroom-teacher, but the creation in the children of a love of reading—the capacity for silent reading, the mastery of a book so that he loses himself in a world of imagination.

This purpose may be divided into several phases—creating standards by which to choose books, training for the profitable use of leisure time, and enabling the children to get, through books, a true picture of social and ethical values.

To do this, the teacher-librarian must first know the reading ability of the child, preferably through the use of standard reading tests. Then she indirectly finds out the child's interests. Knowing these two things and being familiar with the best things in children's literature, she will be able to suggest to him a book that he is able to read and that appeals to his hobbies and special interests. If, through this selection, she has gained his confidence, he will be willing to accept her recommendations of other books that will enlarge his field of interests. From his reading may come the desires that will motivate his life.

Simultaneously, she must lead him to discover through the library new avenues of information and a growing interest in research.

Love of books is natural to most children even at an early age, and it is important that they develop an increasing appreciation and love of books as they grow older.

3. The elementary school librarian teaches the technique of research and at no other age is the investigator keener for knowledge.

as told by

Miss Mary F. Tracy

Fremont Elementary School, Sacramento.

The value of the school library in connection with the social studies cannot be overestimated, for here is a wealth of material at hand for teacher and pupil. No long trip to the public library to search for books in unfamiliar places is necessary, but, on the contrary, the pupil comes into his own pleasant school library, knowing just where to find encyclopedia texts or stories relating to his assignment. If he does need assistance, the teacher-librarian, who is familiar with his course of study and with the resources of the library, is at hand to help.

As a result of this research, the class program is enlivened and the child is proud and happy to have added to it some valuable information, particularly if he has done his own investigating

and has exclaimed, "See what I found!" Children, even of poor reading ability, find simple stories related to their lesson and relate them creditably to the class.

The pupil's experience has been widened so that he is interested in "Big people and little people of other lands," and who knows but some of these young folks may be able some day to solve the problems of "International Relationships?"

4. Elementary library activities.

By Miss Effie Howard
Bret Harte School, Sacramento

Some of the features of our library curriculum are:

First: To guide the children in a well rounded course of diversified pleasure reading suitable to their reading ability for which they are held responsible by a report or test.

Second: To train the pupils in the ability to look up their special assignments in outside subjects such as science and social studies. For this problem we train them to locate the books on the shelves and to use the table of contents and index.

Third: To teach the student the use of simple classified numbers in which they are given the author and titles of books for which they are to find the subject and classification number. For example:

Give subject and classification numbers of the following:

1. Cooper, Poems of Today.
Answer: Subject, **poetry**; Classification Number 811.
2. Cather, Boyhood Stories of Famous Men.
Answer: Subject, **biography**; Classification Number 920.

Fourth. To give drill in the use of the card catalog so that the children will know that it is an index to every book in the library.

1. What books have we in our library written by Louisa May Alcott? (Author)
(subject)
2. What dog stories does this library contain?
3. Are the following books found in our library: The Call of the Wild, Little Men, and Castle Blair? (Title)

Fifth. To test the pupils' knowledge by giving them a list of mismatched authors and titles to re-arrange in proper order.

Sixth. To develop the use of the dictionary and encyclopedia in the fifth and sixth grades. In this they are given W. F. Quarrie's Encyclopedia Work Book, which contains lessons in alphabetical arrangement, the finding of specific information, the use of cross-reference charts, and sub-topics. Each child has a notebook and is given individual instruction and thus progresses at his own rate of speed.

Another feature in our library curriculum given twice a month to grades five and six, is encyclopedia drill. Our aims are to familiarize the child with the alphabetical arrangement of the dictionary and encyclopedia, and to train them how to use them in acquiring information on any specific subject.

For this training our library is equipped with the Book of Knowledge, Compton's Pictured Encyclopedia, and two sets of the World Book Encyclopedia.

Each child has an Encyclopedia Work Book, published by the World Book Encyclopedia, which contains many types of problems, as: alphabetical arrangement, cross references, specific information, and related subjects. The pupil's answers are kept in individual notebooks, which are corrected by the teacher, and when the exercise is satisfactorily accomplished then he passes on to the next problem, thus being able to progress at his own rate of speed.

II. THE JUNIOR HIGH SCHOOL LIBRARIAN AS A TEACHER

1. The teaching functions of the Junior High School Librarian.

By Miss Genevieve Wilson

Westlake Junior High School, Oakland

A. Daily

Finding suitable reference material for each applicant. A teacher searches for such material for each class.

Assisting the student to understand this material, to get the main points, and to organize it in good form.

Teaching him to make notes and to compile bibliographies.

Maintaining proper discipline in the library, just as in a class room, at all times.

Selecting and preparing books and other materials for use of students (and teachers)

Giving lessons to classes on the use of books and the library. While the subject matter may differ from mathematics or English, the entire procedure of organizing the material, making lesson plans, presenting the material according to accepted methods, following up points gained, differs not at all from any other teaching.

Conferring, as do all teachers, with parents, with other teacher and department heads, and with the principal regarding the students who needs such conferences; or regarding methods of work, or handling of materials.

Familiarizing herself, like the teacher, with the course of study, however, not with one but with several, in order that wise selections may be made.

Organizing students into a staff to perform the duties of the library; instructing them in their tasks and library materials and grading them for the performance of these tasks, by report cards.

B. Extra-curricular

The librarian either conducts a club or assists with all of them.

The librarian, like the teacher, must serve on committees, both within the school and in connection with outside activities related to her profession.

The librarian, too, must attend faculty meetings, general teachers' meetings, and institute.

The librarian must find means of adding to her professional preparation, by such means as attending study courses, visiting other well organized libraries for comparison, by travel, and by professional reading.

The main work of a teacher is to guide students through the use of materials, books, pictures, maps, etc. along a prescribed line of study, in order to help them increase their fund of

knowledge, learn to evaluate facts thus gained and relate them to their own lives, and to acquire skill in the use of tools to these ends.

While the librarian's contact is usually with individuals or small groups rather than classes, is she not guiding students in the use of materials along a prescribed line of study? Is she not thus aiding them to grow in knowledge; is she not training them to evaluate information by comparison of sources, and is she not continually teaching skill in the use of tools? And although reading for pleasure is disguised by its aesthetic emphasis, is not the librarian's task in guiding this reading fundamentally helping the student to grow and to evaluate the books read, both as to style and to content?

Schools are emphasizing all means toward character training as of prime importance. How frequently does a librarian confer with teacher or counsellor or principal regarding some individual's peculiarities, faults or virtues, as discovered by his use of the library! This is regarded as a teacher's function. Then, too, selection and elimination of titles, guidance of students' reading, training them in proper social attitude in the library and toward its books, are certainly forms of character training. Thus librarians must share with the teacher the obligation and the privilege of taking part in this important function of the schools.

What of the plea, of such especial significance at present, for training for the wise use of leisure? Here the library shares this function particularly with such subjects as music, art, and literature. How can we better provide against the attacks of sensational forms of entertainment upon the susceptible emotions of our young people than by training them in the enjoyment of good music, good art, and good reading?

2. The teacher librarian

by Miss Edith Titcomb

Woodrow Wilson Junior High School, San Jose

A. Daily responsibilities:

See that the committees on care of the room do their work—decoration, exhibit and display, windows for light and ventilation.

Anticipate special days and holidays to have something ready for their observance.

Assist students in interpreting assignments, planning papers, programs, speeches, working up debates, preparing lessons, arranging projects, choosing topics, and with personal problems.

Teach classes: use of library, use of books, use of card catalogue and files; teach classes in history of books and printing; take classes for other teachers when they wish some special topic or phase of work taught; conduct story hours and browsing hours.

Act as judge in contests in art, writing of essays, debates.

Correct test papers for the above classes; and cards, filing, plans of the student teachers. Give grades to all assistants.

Supervise student teachers in: teaching classes, learning routine, making lesson plans, supervising study.

Attend assemblies, faculty meetings, group meetings of students, faculty committee meetings, and city school organizations.

B. Extra-curricular responsibilities.

As sponsor of a hobby club. Have charge of a Camp Fire Girls' Group. Am responsible for an assembly program.

Take part in faculty-student games and give suggestions for rally programs.

Take my turn in all events in which the faculty members participate: furnishing interviews for the school publication, taking part in the annual paper drive, decorating the faculty room, attending P. T. A. programs and meetings, preparing for the Community Christmas Festival, serving on committees for the annual Open House night.

Have served as chairman of the following faculty committee: Central Committee (General Clearing-House) Girls' League Committee, Faculty Insurance Committee, Social Committee.

C. Professional responsibilities.

Incidentally, pay dues to N. E. A., C. T. A. Chamber of Commerce, County School Association, and Junior High School Women's club.

Having been a teacher for several years, it is so natural for me to carry my teaching into the library, that it is difficult for me to analyze my exact position. I believe that neither the students nor the other members of the faculty think of me other than as a teacher.

Perhaps if I should look for proof of that statement, it would be most definitely shown in my participation in faculty and student affairs. I have served as chairman of four faculty committees. One of these was the Central Committee which was a committee to which all faculty members could come with suggestions and recommendations for the general welfare of the school. Another is the Group Insurance Committee, where I represent our school in the general city-wide committee. The Girls' League Committee brought me into very close association with the students themselves and all student affairs, as well as the parents. Our Social Committee is responsible for one faculty meeting each month, and the outside social events. The position as chairman of this committee is one which requires one's best teacher outlook.

I asked one of the teachers in our building if she thought of me as a teacher. This, in general, was her reply: "It is a very personal, individual teaching. The classroom teacher works with groups. You take the students from every group and apply the teaching individually. You encourage every child to ask anything under the sun, and try to answer it by working it out together. The child learns to do original research without realizing it."

3. How the school librarian performs the functions of a teacher.

by Mrs. Florence Gardiner

Garfield Junior High School, Oakland

A. Daily duties.

1. A Home Room group of forty-five meets each morning for announcements, records, reports, guidance.

2. A regular course of instruction in library use is given in each grade. Emphasis is placed on the use of the catalog, reference books and reading appreciation.

3. Pupils are taught to appreciate and enjoy good literature through supervised "browsing" hours.

4. A constant effort is made to help pupils to help themselves through the aid of the catalog and reference tools. This teaches self reliance and develops initiative.
 5. Student assistants are trained to participate in the library service, and a sense of obligation to their work is developed.
- B. Extra-curricular activities.
1. Attend school parties and activities.
 2. Attend P. T. A. activities.
 3. Serve on committees.
 4. Sponsor the library service club.
 5. Compile bibliographies for other clubs.

To give instruction in the independent use of libraries and of books as tools is one of the principal duties of a librarian. The new trend in education calls for a vast amount of reference material to supplement the course of study. Pupils, therefore, must learn to work expertly in the files of printed information. It is very important to teach pupils to help themselves so they may develop a feeling of independence and self reliance. Those who are going to college will certainly need the training. Boys and girls leaving school will find the training an aid in carrying on their education.

In our school library, attainments in library technique for the Seventh grade include:

1. Library management, that is making the best use of books and libraries.
2. Classification of books on the library shelves.
3. A study of the different kinds of indices and tables of contents.
4. Practice in use of the catalog.
5. Encouragement of the habit of reading for pleasure.

In the eighth grade, we add:

1. Brief bibliography making.
2. Review of dictionary skills.
3. Study of the use of reference books.
4. Further emphasis on reading for pleasure.

In the ninth grade we discuss:

1. Encyclopedias on special topics.
2. Biographies.
3. Book reviews.
4. Increasing importance of reading for effective and worthwhile use of leisure.

We believe the library is performing an important teaching function if it helps to make learning, through the use of books, attractive, and fosters a habit of reading for enjoyment.

4. The librarian as a teacher.

by Miss Katherine Leithold

California Junior High School, Sacramento

Daily duties of librarian as teacher.

1. Supervise study, attempting to develop correct study habits.
2. Teach use of library to all pupils.
3. Stimulate and develop reading interests.
4. Develop reading habits.
5. Give help to individual pupils (or to groups of pupils) in preparation of classroom work when they ask for help or seem to need it.
6. Know courses of study for each subject taught in the school.
7. Be able to judge from the results of standardized tests of individual pupils the reading material appropriate for them.

Extra-curricular activities of librarian as teacher

1. Conducting of literary club.
2. Supervision of dramatics.

III THE HIGH SCHOOL LIBRARIAN AS A TEACHER

1. Comparison of the routine functions of a teacher and a teacher-librarian.

By Miss Leta Painter

Balboa High School, San Francisco

How many times have I had teachers remark to me, "Aren't you glad you don't have the clerical work that we have?" And how often have I answered "I'll be glad to exchange clerical duties with you." For the teacher librarian has all the routine clerical duties of the teacher plus those peculiar to her own department.

The keeping of the attendance record is no doubt the first routine duty of which the teacher thinks. For the teacher, this is a simple checking of her class book. But for the teacher librarian, it means not only a checking of the class book for the library students but also a checking of passes of a changing population that varies from a few students occasionally to over an hundred during some periods. Their teachers must be notified of their presence in the library and they themselves must be checked at the end of the period.

The carrying out of the routine duties by the library students and the intelligent use of the library books by the other students certainly correspond to the class recitation of the teacher. Papers and examinations for those enrolled in library are to be corrected. Report card grades must be made out at the end of each report period and at the end of each semester, the final mark must be entered on the permanent record cards. All of these are teacher functions also performed by the teacher librarian.

Discipline is a part of the teacher's routine functioning. To the teacher librarian this presents more of a problem. She does not have the same students every day, nor do they have the same seats, nor are they required to sit still all period. So that she must maintain a busily quiet room where students may concentrate on their individual problems while others are moving about getting material.

Statistics to the teacher is the adding of the days present of each student at the end of each school month. To the teacher librarian, statistics means the number of books issued for overnight use, for week use and for teacher use, the number of magazines issued and in San Francisco, the number of texts issued and the number of texts returned. It also includes the number of students using the library each period of each day. This calls for a constant check to make it accurate.

In addition to all of these routine clerical duties, we find the teacher librarian ordering new books, processing books, checking magazines, and doing all of the other administrative, supervisory and teaching duties of a smoothly functioning library.

2. Functions of a Teacher performed by a School Librarian

Daily.

1. Instruction of students enrolled in Library methods course for which credit is given, same as other unprepared subjects, typing, art.
2. Instruction of new Freshmen students in English I classes in use of the Library.
3. Instruction of History classes using laboratory room connected with Library in use of general library tools and History reference books in particular.
4. Constant teaching of use of tools and reference material to individual students.
5. Routine functions of teacher.
 - a. Attendance records.
 - b. Class recitations.
 - c. Correcting papers.
 - d. Report card grades.
 - e. Examinations.
 - f. Recording of grades on permanent record cards.
 - g. Statistics.
 - h. Discipline.

Extra-curricular.

1. Club sponsor of Library staff which meets once a month with one social function a semester.
2. Ex-officio member of Principal's committee on Library.
3. Attend Faculty meetings.
4. Attend Departmental meetings.
5. Chaperon for Student body dances.
6. Attend evening performances (plays, games, graduation, as do other teachers of the school.

3. The creed of a school librarian. "Upon this rock . . ."

- I. The school library is a teaching department.
 - A. School librarians are teachers holding the same credentials as other teachers in their respective schools.
 1. Fully qualified school librarians are required to have one year of library training beyond teacher training.
 - B. School librarians carry a full teaching load as evidenced by the following activities:
 1. School librarians teach the use of books and libraries as tools needed for daily lesson preparation in addition to preparing students for the use of public and college libraries.
 - a. School librarians teach class groups scheduled to receive such instruction.
 - b. School librarians give individual instruction to students sent to the library with assignments from subjects teachers.
 - c. School libraries assist clubs and other student groups with their activities outside of school hours; e. g. debating groups.
 2. School libraries must prepare for their day's work outside of the school day just as other teachers do and this preparation must be done from day to day: e. g. lesson plans, correction of papers, assembling of material needed by class groups, making out grades.

3. School librarians have the same responsibility in extra-curricular activities as other teachers; e. g. book clubs, reading groups, etc.

4. School librarians carry a large pupil load each day.

2. The average daily attendance in one Senior High School Library is 704 with a high attendance for one day of 943 and a low of 613.

4. Classes in library instruction.

by Magdalena Michel

Grls High School, San Francisco

In the past, the seventh, eighth and ninth year English classes, and all new students have been programed to the Library each term for talks, thus giving each student the opportunity of hearing several talks during consecutive terms.

This term the talks are being limited in length and content, and only one class is taken at a time. Each class is scheduled for three talks instead of one. By shorter, more frequent talks, more time is given to the laboratory lesson. The student, being in her own English class, feels less shy and takes advantage of the opportunity to ask questions and discuss the problems most difficult to her. The method of procedure varies for each class, depending on general age and classification.

The results of this procedure have been most gratifying. The students seem to be gaining, not only in definite information, but in enthusiasm and general interest as well. By this method we seem to be overcoming the vague, mysterious idea of library methods and procedure which often was the result of the presentation of too much information in one lesson.

Following each lecture, a test is given and corrected by the English teacher. In this way we can profit by the loose links in the material that has been offered.

IV. THE JUNIOR COLLEGE LIBRARIAN AS A TEACHER

1. Librarian as teacher.

by Miss Grace H. Jordan

Santa Rosa Junior College, Santa Rosa

It is a recognized fact that the intellectual life and growth of an adequately equipped educational institution is centered in its library. Lectures in the classroom provide the incentive for reading, but it is through the reading itself that the student's mind grows. Facts may be forgotten, but the knowledge of how to acquire necessary facts is gained, in considerable part, through knowledge of how to use the library.

In the capacity of instructor in the use of the library, the librarian may well be identified with the teaching force of the school. She teaches the student to use the catalogues and the various reference books, and assists him whenever difficulties arise in the search for material. In all this effort to facilitate the student's work in the library, the librarian works closely with the instructors. The more closely the librarian keeps in touch with the teaching staff and with the class reference work, the more effectively will

CALIFORNIA SCHOOL LIBRARY ASS'N. JOINT MEETING NORTHERN AND SOUTHERN SECTIONS

HOTEL CALIFORNIAN
FRESNO, CALIF.
Saturday, October 28
Sunday, October 29

MEETINGS
OCTOBER 28, 1933

4:00 P. M.

Tea, mezzanine floor, Hotel
Californian — Registration \$1.00

5:00 P. M.

Committee Meetings and Round
Table Discussions

7:30 P. M.

Banquet at Hotel Californian.
\$1.25

OCTOBER 29, 1933

9:00 A. M.

Director's Meeting at Breakfast,
Hotel Californian

10:30 A. M.

General Meeting at Fresno State
College Library.

HOTEL ACCOMODATIONS

Hotel Californian
Single 2.50, double \$3.50
all rooms with bath

Hotel Fresno
Single \$2.00 without bath, \$2.50
with bath. Doubles \$3.50 - \$4.00

Y. W. C. A.
\$1.00 per room.

Sequoia Hotel
Hotel Virginia

become her assistance in the library.

Through establishing the proper atmosphere in the library, the librarian further associates herself with the disciplinary forces of the institution. So important is this matter of discipline that the atmosphere of the library may be said to set, in no small part, the "tone" of the school.

In addition to the teacher duties above indicated, the librarian not infrequently offers a course in library training or librarianship. In such event, the librarian establishes unquestionably her right to be identified with the teaching staff of the school.

2. Librarians are teachers.

By Miss Katherine Steele
San Mateo Junior College, San Mateo

When I learned that one of the principles of the New Humanists is a return to standards, as a method of action and a measure of judgment and taste, I said, "I will be a New Humanist." I believe in standards of taste in reading, and I think that those standards may be raised. Thought rules the world, in the long run—witness the force of Columbus' belief that the east could be reached by sailing due west. The force of that idea has come rolling down the centuries to us of this day, in the new world, where libraries and librarians have been a great factor in bringing better standards of thinking and living into the very backwoods of our country. The radio has done much along these lines also, but can it be said that the influence of the radio has been harmless? The radio needs a Censor, and I believe also, that in this "Free country" of ours, there is a great need for better standards of taste, among the great book publishing agencies. For purposes of sale, too much is "written down" and "published down" to the standards of the uneducated mob, which has learned to read its letters, but little else.

It is the job of every thinking Librarian, whose taste in books has been cultivated by a broad education in life and learning, to aid in the spread of better thinking and living standards—among youths, in particular—through the "pushing" of the best books.

These are very general remarks. The process of doing what is pointed out in the preceding paragraph, involves the science of Librarianship in all its details and requirements—a broad education, knowledge of human psychology, good standards for book selection, and special training in library technique—the Library technique best suited to the particular kind of library in which the work is carried on, school library, public library, college library, or any of the so-called special libraries of this country—in museums, medical clinics, art institutes, etc., etc. All librarians are teachers. The Junior college librarian is but one of these — in addition to which she or he is a regular faculty adviser, chaperon, etc., and is often "in danger" of being "honored" with the job in the faculty club which means the most work.

C. S. L. A. MEETING AT FRESNO

We hope that Miss Hope Potter, our official delegate to A. L. A. convention will be able to speak on the convention at our Fresno meeting.

THE ELEMENTARY SCHOOL LIBRARY AT THE CALIFORNIA STATE FAIR

RAY B. DEAN, Principal, David Lubin School, Sacramento.

The elementary school library movement was given a considerable boost on the morning of September 5th at the recent State Fair. Through the efforts of the Sacramento City School Department arrangements were made for a sixth grade class from the David Lubin School to demonstrate to the public the purpose of the elementary school library.

The demonstration work was carried on in an advantageous location near the main entrance of the building used for educational displays. The library "room" consisted of a space the size of an average class room, surrounded on three sides by railing and on the fourth side by high panels. Shelving was built in against the panels to a height of four feet; and above this the panels were covered with bulletin board. Six library tables and thirty chairs were moved in to accommodate the class. Enough books were displayed on shelves and in troughs on the tables to lend a library atmosphere and through careful selection these books were sufficient to serve for all library demonstration lessons. The card catalogue completed the library set-up.

Under the able direction of Mrs. Elinor C. Bauman, school librarian at the David Lubin School, the class demonstrated various library activities. The atmosphere of the real library room was preserved through search for material for tomorrow's lesson, free reading for pleasure and group instruction in library technique for those needing it.

Each pupil was given an assignment sheet in social studies. It was the duty of each to find and read, at some time during the library period, reference material dealing with his assignment. Most pupils were able to locate quickly their needed material by use of the card catalogue and reference sets. A few pupils who seemed to be having some difficulty with the card catalogue were given further instruction in its use. Pupils not busy with reference work were free to select books for pleasure reading or to join a small group receiving drill in the rapid use of the dictionary.

Charts displayed conspicuously informed the spectators of the lesson plans and the outcomes expected of each phase of the demonstration.

The space allowed for bulletin board display was divided into two sections, one section being used for presenting pictures of California history concerning Admission Day. Below, on a display shelf, were books containing material on California history. The second unit of the bulletin board was used for displaying jackets of new books.

Other materials that proved to be interesting to the public were the Sacramento Graded Book List, information showing the portion of time the elementary library is used for reference work, library techniques, and free reading, information on how the library helps the class room teacher, individual reading record cards, and booklets showing the reading done by pupils during the summer vacation period. These summer reading booklets were made possible through the co-

operation of the Sacramento City Free Library in keeping a record of each child's reading throughout the summer.

Because of the recent development of the elementary school library it is necessary to give it considerable publicity if the public is to learn the real functions of such a library. Those connected with this year's enterprise feel that similar demonstrations over a period of two or three days, or possibly the entire week, at future State Fairs would do much to inform the public of the purpose of the elementary school library.

C. S. L. A. DUES

Dues for the California School Library Association, Northern Section, are again in order. The fiscal year runs from June first to May thirtieth each year. \$1.50 entitles you to membership, which includes one copy of each of our three regular Bulletins. If, in addition, you wish to receive the Bulletin issued by the Southern Section of this Association, you should send an extra fifty cents to the Treasurer. Remittances are to be made to Miss Gertrude Memmler, Librarian, Berkeley High School, Berkeley.

Fresno bound! Don't forget to pack your suitcase on Friday night, October 27th and travel to Fresno for the Annual Joint meeting of the Northern and Southern Sections of the Association.

FRESNO, HERE WE COME

Let's organize and all go to Fresno for the Joint meeting with the Southern Section of C. S. L. A. on October 28th and 29th. Why not get up a big party in Sacramento, another in Oakland, one in Berkeley, and one in San Francisco, and make a gala excursion of the week-end? There are enough people around the Bay district to charter a special bus to Fresno.

If you are one of those fortunate individuals who drives a car, be sure to get in touch with all of your librarian neighbors and take a carload to Fresno.

C. S. L. A. PROGRAM FOR 1933-1934

Oct. 28-29—JOINT MEETING OF NORTHERN AND SOUTHERN SECTIONS, to be held in Fresno.

February 17—Regional Meeting, to be held in Berkeley.

May—Annual Meeting, C. S. L. A., Northern Section, to be held in Sacramento.
Book Luncheons to be scheduled later.

INSTITUTES!

Separate Institute meetings are being planned for each section of the C. T. A. this year. There will be no joint Library Section meetings. Announcements of these meetings will appear in the official programs which are distributed just before the Thanksgiving period.

INDEX TO POETRY

Reviewed by Mrs. Florence Gardiner, Librarian, Garfield Junior High School, Oakland.

Teachers, librarians and pupils are certain to welcome "The Index to Poetry contained in Readers and Anthologies for Junior High School Grades," recently compiled by M. Genevieve Wilson, Librarian of Westlake Junior High School, Oakland. This work is the result of research which must have been Herculean in its labor, and its value can not be overestimated. It has been arranged in the most convenient manner possible, and saves the reader from repeated search through collections. The index can be consulted with great speed and precision, and the utmost ease will be experienced in the use of it. It is the perfect answer to "Where can I find a poem on?"

The work indexes first all readers and anthologies appearing on the Oakland list two years and a half ago; "then other readers of recent date or of continued use in the schools; and last anthologies designed for junior high school age."

The index is made up of four parts each alphabetically arranged. Reference to the source of each poem is made from the title, since that is the way in which both children and adults most often call for a poem; "the authors are given in a second alphabetical list, with their poems indexed, and the first lines are indexed." Its value is further enhanced by the use of page references, and the dates of authors if they were obtainable. The symbols that refer to the sources are abbreviated forms of the titles. This is a practical reference plan, and eliminates the necessity of constantly referring to the key. These abbreviated titles are easily read and understood by junior high school students with almost no reference to the key.

But the most striking and valuable part of the work is the subject index. There are approximately four thousand poems listed and to each of these at least one subject heading has been assigned. In this way the work has been greatly enriched. And these subject headings are useful whether the library has on its shelves the particular volume indexed or not. Except in the table of contents in individual anthologies there has been, up to the publication of this work, no way of finding a poem by subject.

A general idea of the judicious selection and suitability of the subject headings may be obtained by enumerating a few: Brotherhood, Citizenship, Loyalty, Home and family, Red Cross, School Life Service and many, many more. Although the poems are placed under headings where they will be found most practical, they may not always be merely on that subject.

There are numerous cross references and parenthetical comments following the titles which are designed to give aid to the reader and lessen the labor of search.

The index combines the advantages of low cost (\$5.00) and ease in consultation with a completeness in useful information that should make it an enviable addition to the reference shelf. It is a book for every library.

Our readers may be interested to know how this work came to be. It did not "spring full grown" from the author's head. Miss Wilson

was driven to it from sheer necessity. She was being constantly besieged, as all librarians are, with requests from students and teachers for poems by title, or by author, or for poems on this or that subject. Of course, if time were no element, search could be made through the library's collection for given titles, authors or subjects, but this is tedious business and must be done over and over again. So Miss Wilson started to index the readers and anthologies in her own library at Westlake for her own happiness and self preservation. It soon occurred to her, however, that other teachers and librarians should have an opportunity to benefit from her work and study. Consequently more and more anthologies, suggested by other public and school librarians were added until the work grew to its present proportions.

A revised and enlarged edition of this work has already been started. Miss Wilson plans to greatly enlarge the scope of usefulness of this new edition by increasing the number of anthologies, including only those readers that are outstanding in merit and by extending it beyond the junior high school field. It is intended to appeal to the senior high school and the public library field also. In order to increase the number of anthologies indexed and to make a careful study of all possible subjects, Miss Wilson has chosen the following staff of readers to assist her in this work: Josephine De Witt, head bibliographer in the Reference Department of the Oakland Public Library; Grace M. Haylor of the Westlake English Department, and Vera E. Denton, librarian at Lockwood Junior High School, Oakland. Librarians who know of particularly fine anthologies which they would like to see included in this work are urged to send in their suggestions to Miss Wilson.

(Note: This Index is multigraphed and bound in four volumes and obtainable from the Oakland School Department for \$5.

IN MEMORIAM

In May, death suddenly called Miss Lois Weeds of the Cataloging department of the Department of Texts and Libraries of San Francisco. Her professional ability and friendliness will long be remembered by all those who knew her.

WHAT'S IN A NAME?....

EDITORIAL COMMENT

The time has come when all of us must face the problem of becoming an integral part of the schools we serve. A school librarian so often has the attitude that she is different from the teacher with whom she works. "I am the librarian. Why should I sponsor an extra-curricular activity? Why should I teach a class?" This attitude is dangerous. Why should the person who is so interested in being a library technician remain in a school position; why doesn't she get into other library fields where her technical abilities are in demand? If the librarian likes the school with its children, teachers, parents, and principals, why should she not become the "library teacher," who can be such a vital, active and necessary part of the school?

What's in a name? One does not find other teachers in specialized work known by the term of their special vocation. These people teaching in the school are not called the electrician, the carpenter, the dressmaker, the food specialist, the machinist, the musician and the scientist. They are called the shop teacher the home economics teacher, the music teacher, and the science teacher. Why then should a librarian carry her professional cognomen into the school? The history of school libraries is probably responsible for the usage of the term, "librarian" when applied to this teacher-specialist. In the beginnings, school libraries were usually branches of the public library; or, they were a small scale models of public libraries transplanted into the school. The person in charge was of course given the name "librarian," more often than not she held a special school library credential, which as a rule meant no teacher-training. As the field of school libraries grew, more and more people entered this field, and they entered it with exactly the same training as their library school classmates who went into the public, university, and special library fields. All of these library school graduates went to their tasks, justly feeling the importance of their calling,—librarianship. Why should we not adopt the usage of the term "library teacher?"

These pioneering librarians were successful in their work, for the number of school libraries has steadily increased. In more recent years there has been an attempt to include in library schools some special training for school librarianship; every library training institution today offers at least one course in this field. Today the trend is more and more toward the teacher-librarian, the librarian who has regular teacher training in addition to librarianship, or the teacher who has specialized in librarianship. The trend in California is towards the abolition of all special credentials. In place of the special secondary credential in librarianship, we shall probably have a teaching credential that bears on its face librarianship as one of the teaching fields which the credential holder may follow. The trend of the times is towards the "library teacher."

School librarianship is a complex profession, carrying with it educational, administrative, technical and clerical duties. But is it so different from the other school departments? In the small school every teacher may have to car-

ry on a multiplicity of duties in the educational, technical, and clerical fields and perhaps in the administrative field as well. In the large school successful, experienced teachers are made heads of departments, responsible for the administrative and expert operation of their fields of teaching; such positions usually carry with them financial compensation greater than that of the regular classroom teacher. The administrative set-up of the school is made operative through the principal, vice-principal, counsellors, and advisors; all of these people are teachers, usually people who were unusually successful in the classroom before they were promoted to their important administrative positions. In the large school perhaps the successful "library teacher" will be promoted to the position of library administrator with several "library teachers" assisting her in the task of teaching boys and girls the use of books and libraries. This library administrator will be a specialist in books; at the same time she will know how the school functions and will not forget that her primary purpose for being in the school is to teach boys and girls.

We all applaud the school librarian who maintains that "her job in the school is superior to that of a teacher, just as a master's degree is superior to the bachelor's degree." She has doubtless made her work in the school so important and vital that her fellow teachers have accorded her that honor. There are many school people willing to make the assertion today that the school library is one of the most essential parts of the school. Would that each of us might become so successful in our tasks that all school librarians might be accorded the place of first importance in the school. Some of us are going to be forced to defend our positions against undesirable assignments, study halls and teaching assignments which are not absolutely necessary so far as the school staff is concerned; we are being forced to defend our positions because we are unable to demonstrate to the satisfaction of every one concerned that we are doing a vital piece of teaching. Some of us are still so interested in trying to fit library technique into the school that we cannot see the necessity of applying our knowledge to a teaching job. What a change in attitude would take place in the school world if every school librarian should become the best teacher in the school.

"Library teacher," why not? We are working in the school system; we are certificated teachers; we teach formally and informally all day long; we take part in teacher's meetings; we serve on school committees; we participate in extra-curricular activities with our students. The new education needs the service of the library teacher who can teach children to use printed material efficiently. In the past we have been too afraid that some teacher untrained in the essentials of librarianship would enter our field of work; we should have been afraid that we who know about librarianship should fail as teachers. School librarianship is a big responsibility. Let's all be "library teachers!"

MILDRED L. BEYMER.

WRINKLES AND GADGETS

Edited by M. Genevieve Wilson

To quote from the February, 1933, issue of our Bulletin: "The ingenuity of our fellow workers!" We sincerely hope that these new suggestions from some of these ingenious workers may be as practical in help as others have been.

A pamphlet on San Francisco can be purchased for 15c a copy by writing to the San Francisco News, 812 Mission Street. The title of this invaluable pamphlet is "Old San Francisco, a series of twenty-six articles on the famous and historic spots of Old San Francisco, reprinted from the San Francisco News."

An excellent bibliography has been prepared by the National Council of Teachers of English. Their "Leisure Reading for grades seven, eight, and nine" may be obtained from the Council at 211 West Sixty-Eighth Street, Chicago, Ill., a 20c each or 15c in quantities.

From Herbert Hoover Junior High in Albany came the report of a "Good-natured map of the U. S." (pictorial) which may be obtained for 6c postage from Greyhound Lines.

If you need a number of small files, have you tried using correspondence card boxes, equipped with guides from the stock of Woolworth's "first aid to librarians"? They are just the right size for 3 by 5 cards and are quite satisfactory.

While the Princeton pamphlet case is very useful, its cost prevents having many of them. Try making pamphlet cases of No. 20 chip board cut to the same size. Lay the four pieces flat to form a box and fasten the inside edges together with gummed cloth or butcher tape. Fold up and close the remaining edges. Then fit the box over a block which your shop man will cut for you to exact size. Paste all the outside joinings together with gummed paper. The result will be pamphlet boxes absolutely uniform in size and very neat in appearance.

If you need to advertise your new books, have you tried sending book jackets to various major rooms for their bulletin boards? It creates a great deal of interest.

Do you make use of school assemblies to advertise? Roosevelt Junior High in San Francisco recommends making simple slides for projection on the screen. Very effective slides can be quickly and easily made with cellophane sheets on the typewriter.

Materials for these home-made slides may be purchased from the Keystone View Company, Meadville, Pa. If you can interest your student body in purchasing complete equipment for slide making, purchase the complete set, including pencils, colored slips, glass plates, glass cellophane, etc., for \$14.50. If you wish to obtain just the materials necessary for simple slides, purchase 100 sheets of cellophane paper and carbon paper, 4" by 6 1/4" for \$1.75; and 100 lantern slide glass with binding tape for \$2.50.

The process for making slides is simple. Cover the cellophane sheets with carbon paper; insert

this in typewriter; type the advertisement on the paper; place the cellophane on a clear glass slide and bind the two together with binding tape.

The same school also has an interesting and successful method of preventing the loss of fugitive material although it is put into circulation. Pamphlets on debate, vocations, and magazines, etc., had been subject to serious loss. The reason seemed to be lack of material and non-circulation of such as was available. A plan was devised to circulate such debate material for over-night use, provided the student deposited his student-body card as a guarantee that he return the material promptly and in good condition. The idea was popular with the students. Furthermore, as the school went through the debating season without the loss of a single pamphlet, the plan proved the contention that losses had been due to lack of availability. So successful was the plan that it has been extended to include vocational pamphlets and non-circulating magazines. No student-body cards had to be retained and the idea of using them thus was well liked by the students themselves.

From the University High in Oakland we may always expect many helpful suggestions. In this issue it is possible to mention a few. The cardboard slip cases in which fine books arrive and also the brown cases for Literary Guild books serve as files for small pamphlets which need to be shelved with books on the same subject. On a clean piece of paper pasted on the back, the subject and class number are written. The case then appears as a book, and takes its place as such.

Another use for these is to help save shelf space. One properly placed and classified, representing a set of books for which this is a dummy, takes up the space of only one book. The set may be then stored behind other books on the same shelf. Thus only one book-space is used, the dummy tells where they are, and they can be instantly found.

One of the very useful devices of the University High is a home-made cardex for magazine records. Over the two lower corners of 3 by 5 manila cards, narrow strips of gummed cloth are pasted, making pockets. The top edges of these cards are then fastened by a hinge of the gummed cloth, one above the other, to a piece of chip board wide enough for two rows of cards, of about twenty-five cards each. Into the corner packets of each manila card a magazine record card is then inserted, with the name of the magazine written on the lower edge. These work just the way a manufactured cardex does. The Library Bureau is now making such a cardex but it is expensive and has room for only a few magazines. The advantage is with the one above described.

If your catalogue cards are soiled on the top edge by your typewriter, you will be glad to know of a happy find made by Westlake Junior

WRINKLES AND GADGETS

High of Oakland this summer. In July a visit was made to the Card Division of the Library of Congress where every machine was seen to be an Underwood, the offending make. What a surprise! The attendant stated that their cards were not soiled because of a device invented by Mr. Hastings, Chief of the Card Division. It was a privilege to meet this wonderful man. The device is an appliance of stainless steel fitting over the frame of the machine below the space-bar. The card fits into a groove and is then bent slightly over the curved metal. This little bend in the card will hold it against the platen, so that the top edge will not be struck by the keys as they return to their places. Thus the cards are not spoiled. The device is as simple as it is ingenious. Arrangements for patent are pending. Meanwhile they can be obtained for \$1.00 by writing to Mr. C. H. Hastings, Chief of the Card Division, Library of Congress, Washington, and enclosing the dollar. Moreover, one can be made to fit any machine, if it's make and model number are given.

Weslake has a useful device for holding magazines upright on the shelves. The National Geographic Magazines are not bound, but are reinforced. They were very heavy and it was a problem to handle them. The shop men made for them a rack of sheet metal, with a base, a back, and partitions, as if a series of Princeton files were placed side by side with the open end to the front. These sections hold twelve numbers, and eliminate all difficulty in arranging or supporting them on the shelves. The device is so simple and useful that it has been used to organize all kinds of reports, pamphlets, etc., where no vertical file was available.

In the same school there is a frequent demand for the circulation of textbooks from the library. This requires the task of pocketing and card-making. In order that such books may be quickly returned to the text room before inventory, and also to prevent duplicating the labor of pocketing, etc., when they will be needed again, a colored band is painted on the lower edge of the back of the book. By this they can readily be separated from library books by any student helper, and also be as easily picked out from other texts when needed again.

The picture file uses colored bands also. Pictures are arranged by subjects, with subdivisions. Often guides were hard to see behind the pictures, especially those marking the beginning of new subjects. A half-inch strip of colored paper, the same color for all divisions of the same subject, pasted on the upper left corner of the guide, makes obvious at a glance all those that belong together. Guides are made for no cost at all by pasting together large sized sheets of book cover paper. These devices have greatly increased the usefulness of the picture file.

This is your last Bulletin until you renew your subscription by paying your Assomiation dues.

BERKELEY HIGH SCHOOL FACULTY
READING GROUP

Three years ago, eleven Berkeley High School faculty teachers inaugurated a faculty book exchange. Each teacher paid for one to three books in the list finally chosen for circulation. Current books of importance, fiction and non-fiction, were bought through the librarian at a discount.

The membership of the Faculty Reading Group, as it is now known, increased to thirty-seven last year. This semester, fifty-seven members have joined.

Early in the school year, a suggested mimeographed list is circulated. A brief note and the price is given for each title. On this list, each member indicates the title or titles he wishes to see. More popular books are, of course, duplicated.

A general reading schedule, prepared by a committee of the reading group, is mimeographed and given to each member. A schedule of circulation is pasted in the front of each book. Each reader receives on an average twelve books during the year. The loan period is about two weeks for each title. The books are passed from reader to reader by being placed in the teachers' boxes. Each book is scheduled to go to its owner last.

The present reading list includes forty-three titles. Every member is looking forward to an interesting year of reading.

The President's Corner ..

A new school year begins and in hundreds of schools in northern California comparative charts of increased demands and decreased budgets are filed away with feelings of satisfaction or discouragement, according to the success or failure of these graphic pleas for library appropriation. Reinstatement or increase of abolished or curtailed budgets is more general than might be expected, and there are many evidences that the past year has brought added recognition and appreciation for the school library and its service to pupil and faculty. This service must be steadily improved and extended, no matter how handicapped by inadequate funds. Careful purchasing, closer co-operation with each department in order to get the greatest possible use of all books, and a wider and freer exchange of ideas and experiences among members of our own organizations are essential.

The BULLETIN and BOOK NOTES are definite means for this exchange. Let us all contribute to this mutual service. With a membership of only 100, the submission of one usable suggestion by every member means that each receives 99 in exchange and the larger the membership the greater will be the service! The Membership Committee is ready to launch a new program of expansion and needs the enthusiastic co-operation of every one of us. After all, it is only through a materially increased list of CO-OPERATING members that we can hope to give and receive the mutual help that will lead to fulfillment of the aims and purposes of the Association.

Let us carry on the high standards of former years and make this the banner year for growth and accomplishments in the C. S. L. A.

JEWEL GARDINER, President.

EVERY LINE IS VITAL NEWS TO SOME ONE. Edited by Leta Painter

Casting aside library cares and worries, many librarians became modern Marco Polos and enjoyed their summer by travelling.

Miss Genevieve Wilson of Westlake Junior High School, Oakland, had a delightful trip east. First, she went to the fair at Chicago and then to New York, Philadelphia and Washington, D. C., where she had an interesting visit to the Library of Congress.

During the summer, Miss Esther Crawford, librarian at Galileo High School in San Francisco, had a most enjoyable trip to her home in Flint, Michigan.

From coast to coast, many of the staff of the various libraries of San Jose travelled.

Miss Caroline Bailey spent her vacation in Grass Valley and at Tahoe.

Miss Jeanette Van der Ploeg and Helen Stalford had a pleasant trip to Alaska.

Miss Joyce Backus and Miss Helen Bullock drove to the fair at Chicago. Miss Bullock also went to Pennsylvania.

Mr. Robert Gitler took a 100 mile hike through Southern California.

Mrs. James Keegan and Miss Mabel Mastrud each decided upon Yosemite as a camping site.

Camping in the mountains in Lake County appealed to Mrs. Leslie Manker as an ideal place to spend her vacation.

Miss Dora Smith summured at San Diego.

Miss Helen Stalford and Miss Elsie Newman took advantage of the Labor Day recess and went to Tahoe.

Miss Lillian Morehouse of Palo Alto High School went east through the Panama Canal to New York. She also stayed in Indiana for six weeks. After enjoying a few days at the fair, Miss Morehouse came back over the Great Northern with a one day stop at Glacier Park.

The Chicago fair also called Miss Katherine Steele of San Mateo Junior College. After visiting the nearby northern states, Miss Steele returned to California by way of Yellowstone.

Still another librarian attended "A Century of Progress" in Chicago. This was Miss Margaret McCandless of San Mateo High school.

Several librarians were married during the summer.

Miss Elizabeth Armstrong, librarian at San Leandro High School was married to Mr. James Roper. The marriage took place about a month before school opened.

Miss Frances Hitchborn of the San Jose State College has become Mrs. George Purser. She will continue in her present position.

Miss Doris Martin, formerly of Theodore Roosevelt Junior High of San Jose, is now Mrs. David Goddard.

Miss Evelyn Armstrong of Francisco Junior High School, San Francisco, is now Mrs. Alsford.

Miss Clementine Shurtleff of Sutter Junior High of Sacramento is now Mrs. Bobbs. She has resigned from her position and gone to Los Angeles to make her home.

Even in vacation time some librarians garnered an education for themselves or helped others to add to theirs.

Miss Margaret V. Girdner of Galileo High

School, San Francisco taught in the Summer session at San Jose State Teachers College.

Miss Myra Gibson of Polytechnic High School San Francisco attended the summer session of the San Jose State Teachers College.

Some of the elementary school librarians of Sacramento who attended summer school this year are:

Miss Mildred Jenkins, librarian of Donner School; Mrs. Elinor Bauman of Bret Harte, and Mrs. Gertrude Harvey of Washington.

Many changes in positions have also taken place.

Miss Hazel Bell was appointed librarian of the Stanford Junior High School, Sacramento.

Miss Margaret Davis was recently appointed head of the school department of the Sacramento County library.

Mrs. Winifred Estabrook Eliot succeeds

Mrs. Goddard at Theodore Roosevelt Junior High School, San Jose, in the position she held until her marriage.

Miss Jean Anderson has been appointed as librarian of the John Swett Junior High School. She succeeds Mrs. Iva Ramsay who is on leave.

Miss Catherine Davis has been appointed to the library of the High School of Commerce, San Francisco. She comes from the Oakland City Schools.

Four graduates of San Jose State Teachers College are proud possessors of jobs. They are Orcena Dawson who has been appointed to the order department of the Stanford University Library; Elsie Neumann and Agnes Angie who were added to the staff of the San Jose State Teachers College, and Helen Hartwick who takes the place of Isabel Warren in Modesto High School. Miss Warren has transferred to the English department of the same school.

Miss Mary F. Mooney announces that the Department of Texts and Libraries of San Francisco moved during the summer from their old abode in the Adams School at 843 Ellis Street to new quarters in the Board of Education rooms in the Civic Auditorium.

The librarians of the San Francisco public schools have organized themselves as a library section of the San Francisco Classroom Teachers Association. The policy thus far has been to hold meetings once a month, the librarians of the various schools taking turns in acting as hostesses to the group. Problems of current interest to the entire group are used as the basis of discussion. After the formal meeting, those who can, have had dinner together, thus strengthening social contacts as well as professional ones. Esther Crawford of Galileo High School is chairman and Viva Drew of Aptos Junior High School is secretary.

The librarians of Oakland, while they have been members of the Oakland Teachers Association, have never been organized as a sectional group. They have now formed the Library section of the Oakland Teachers Association.

Miss Mabel White spent her summer vacation "seeing America first," going to the Century of Progress Fair in Chicago, thence to Canada, New England, Philadelphia, Washington, D. C., New York, and returning to San Francisco via the Panama Canal on the boat.

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CALIFORNIA SCHOOL LIBRARY ASS'N.

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